



The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2011-2012: Assessment data for reading and mathematics are provided for Grades 3-8 and high school, as well as for science for grades 5, 8, and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2011 (Grade 3-8), spring of 2012 (High School), spring of 2012 (Alternate Assessment-Science), and spring of 2011 (Alternate Assessment- Reading and Mathematics).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013-2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2010-2011 NAEP results is displayed on the state report, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2012-2013 NCLB Report Card

School: Strong Elementary School

SAU: RSU 58/MSAD 58

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2012-2013 NCLB Report Card



School: Strong Elementary School
SAU: RSU 58/MSAD 58
Grade: 03



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	17	16	94	94	69	70	13	81	6	<1	16	0	0
	2011-2012	21	20	95	85	82	72	<1	85	15	<1	19	1	0
Female	2010-2011	7	6	86		66	74							
	2011-2012	6	5	83		91	77							
Male	2010-2011	10	10	100	90	72	66	20	70	10	<1			
	2011-2012	15	15	100	93	76	68	<1	93	7	<1			
Caucasian/White	2010-2011	16	15	94	93	69	71	13	80	7	<1			
	2011-2012	19	18	95	83	83	73	<1	83	17	<1			
African American/Black	2010-2011	0	0				43							
	2011-2012	0	0				47							
Hispanic	2010-2011	0	0				60							
	2011-2012	1	1	100			65							
Asian or Pacific Islander	2010-2011	1	1	100			69							
	2011-2012	1	1	100			77							
American Indian or Native Alaskan	2010-2011	0	0				67							
	2011-2012	0	0				65							
Economically Disadvantaged	2010-2011	11	10	91	90	63	58	20	70	10	<1			
	2011-2012	13	13	100	77	74	62	<1	77	23	<1			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	9	8	89		57	34							
	2011-2012	7	7	100		62	36							
Limited English Proficient	2010-2011	0	0				39							
	2011-2012	0	0				47							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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2012-2013 NCLB Report Card



School: Strong Elementary School
SAU: RSU 58/MSAD 58
Grade: 04



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	20	20	100	80	75	67	25	55	15	5	17	3	0
	2011-2012	18	18	100	72	68	71	6	67	22	6	17	1	0
Female	2010-2011	5	5	100		89	72							
	2011-2012	6	6	100		70	75							
Male	2010-2011	15	15	100	80	65	63	20	60	13	7			
	2011-2012	12	12	100	58	67	67	<1	58	33	8			
Caucasian/White	2010-2011	20	20	100	80	75	68	25	55	15	5			
	2011-2012	17	17	100	71	68	72	6	65	24	6			
African American/Black	2010-2011	0	0				40							
	2011-2012	0	0				42							
Hispanic	2010-2011	0	0				54							
	2011-2012	0	0				60							
Asian or Pacific Islander	2010-2011	0	0				67							
	2011-2012	0	0				76							
American Indian or Native Alaskan	2010-2011	0	0				62							
	2011-2012	1	1	100			57							
Economically Disadvantaged	2010-2011	11	11	100	73	72	56	36	36	18	9			
	2011-2012	11	11	100	64	66	60	9	55	27	9			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	6	6	100		42	29							
	2011-2012	11	11	100	64	43	35	9	55	27	9			
Limited English Proficient	2010-2011	0	0				43							
	2011-2012	0	0				40							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Strong Elementary School
SAU: RSU 58/MSAD 58
Grade: 05



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	19	19	100	95	70	70	11	84	<1	5	19	0	0
	2011-2012	18	17	94	94	73	68	18	76	6	<1	15	2	0
Female	2010-2011	9	9	100		71	75							
	2011-2012	5	5	100		81	74							
Male	2010-2011	10	10	100	100	70	66	10	90	<1	<1			
	2011-2012	13	12	92	92	66	63	25	67	8	<1			
Caucasian/White	2010-2011	17	17	100	94	70	71	6	88	<1	6			
	2011-2012	18	17	94	94	72	69	18	76	6	<1			
African American/Black	2010-2011	0	0				48							
	2011-2012	0	0				42							
Hispanic	2010-2011	0	0				65							
	2011-2012	0	0				60							
Asian or Pacific Islander	2010-2011	1	1	100			68							
	2011-2012	0	0				75							
American Indian or Native Alaskan	2010-2011	1	1	100			65							
	2011-2012	0	0				48							
Economically Disadvantaged	2010-2011	10	10	100	100	64	60	10	90	<1	<1			
	2011-2012	9	9	100		66	57							
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	1	1	100		38	34							
	2011-2012	4	3	75			30							
Limited English Proficient	2010-2011	1	1	100			46							
	2011-2012	0	0				44							

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Strong Elementary School
SAU: RSU 58/MSAD 58
Grade: 06



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	26	25	96	84	85	72	8	76	12	4	25	0	0
	2011-2012	23	23	100	91	75	72	9	83	4	4	23	0	0
Female	2010-2011	12	11	92	100	92	76	18	82	<1	<1			
	2011-2012	11	11	100	91	78	78	18	73	<1	9			
Male	2010-2011	14	14	100	71	78	68	<1	71	21	7			
	2011-2012	12	12	100	92	73	67	<1	92	8	<1			
Caucasian/White	2010-2011	25	24	96	88	86	73	8	79	13	<1			
	2011-2012	21	21	100	90	76	73	5	86	5	5			
African American/Black	2010-2011	1	1	100			52							
	2011-2012	0	0				48							
Hispanic	2010-2011	0	0				67							
	2011-2012	0	0				66							
Asian or Pacific Islander	2010-2011	0	0				67							
	2011-2012	1	1	100			75							
American Indian or Native Alaskan	2010-2011	0	0				65							
	2011-2012	1	1	100			62							
Economically Disadvantaged	2010-2011	16	16	100	81	83	60	6	75	19	<1			
	2011-2012	14	14	100	86	65	61	<1	86	7	7			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	5	5	100		75	33							
	2011-2012	7	7	100		37	34							
Limited English Proficient	2010-2011	0	0				46							
	2011-2012	1	1	100			45							

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2012-2013 NCLB Report Card



School: Strong Elementary School
SAU: RSU 58/MSAD 58
Grade: 07



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	23	23	100	87	78	66	<1	87	13	<1	22	1	0
	2011-2012	27	27	100	78	85	70	4	74	22	<1	26	1	0
Female	2010-2011	7	7	100		79	73							
	2011-2012	11	11	100	91	88	75	9	82	9	<1			
Male	2010-2011	16	16	100	88	78	59	<1	88	13	<1			
	2011-2012	16	16	100	69	82	65	<1	69	31	<1			
Caucasian/White	2010-2011	22	22	100	86	77	67	<1	86	14	<1			
	2011-2012	26	26	100	81	86	71	4	77	19	<1			
African American/Black	2010-2011	1	1	100			43							
	2011-2012	1	1	100			52							
Hispanic	2010-2011	0	0				52							
	2011-2012	0	0				66							
Asian or Pacific Islander	2010-2011	0	0				64							
	2011-2012	0	0				73							
American Indian or Native Alaskan	2010-2011	0	0				61							
	2011-2012	0	0				60							
Economically Disadvantaged	2010-2011	16	16	100	81	81	52	<1	81	19	<1			
	2011-2012	21	21	100	81	84	59	5	76	19	<1			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	6	6	100		47	25							
	2011-2012	7	7	100		57	30							
Limited English Proficient	2010-2011	0	0				40							
	2011-2012	0	0				51							

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2012-2013 NCLB Report Card



School: Strong Elementary School
SAU: RSU 58/MSAD 58
Grade: 08



Group	Reading Assessment Data													
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students		Not Tested First Year LEP Students
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment	
All Students	2010-2011	14	14	100	79	75	72	36	43	21	<1	14	0	0
	2011-2012	22	22	100	86	86	77	9	77	14	<1	21	1	0
Female	2010-2011	3	3	100		72	78							
	2011-2012	8	8	100		90	83							
Male	2010-2011	11	11	100	73	77	68	18	55	27	<1			
	2011-2012	14	14	100	86	82	71	14	71	14	<1			
Caucasian/White	2010-2011	13	13	100	85	76	73	38	46	15	<1			
	2011-2012	21	21	100	86	85	78	10	76	14	<1			
African American/Black	2010-2011	0	0				52							
	2011-2012	1	1	100			54							
Hispanic	2010-2011	0	0				67							
	2011-2012	0	0				71							
Asian or Pacific Islander	2010-2011	0	0				84							
	2011-2012	0	0				77							
American Indian or Native Alaskan	2010-2011	1	1	100			67							
	2011-2012	0	0				66							
Economically Disadvantaged	2010-2011	9	9	100		81	61							
	2011-2012	14	14	100	79	84	66	7	71	21	<1			
Migrant	2010-2011	0	0											
	2011-2012	0	0											
Students with Disabilities	2010-2011	3	3	100			32							
	2011-2012	5	5	100		77	38							
Limited English Proficient	2010-2011	1	1	100			49							
	2011-2012	0	0				50							

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2012-2013 NCLB Report Card



School: Strong Elementary School
SAU: RSU 58/MSAD 58
Grade: 03



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	17	16	94	94	55	61	50	44	6	<1	16	0
	2011-2012	21	20	95	95	73	64	35	60	5	<1	19	1
Female	2010-2011	7	6	86		53	59						
	2011-2012	6	5	83		64	63						
Male	2010-2011	10	10	100	90	56	64	50	40	10	<1		
	2011-2012	15	15	100	100	79	65	47	53	<1	<1		
Caucasian/White	2010-2011	16	15	94	93	55	63	47	47	7	<1		
	2011-2012	19	18	95	94	73	65	33	61	6	<1		
African American/Black	2010-2011	0	0				30						
	2011-2012	0	0				38						
Hispanic	2010-2011	0	0				49						
	2011-2012	1	1	100			50						
Asian or Pacific Islander	2010-2011	1	1	100			64						
	2011-2012	1	1	100			70						
American Indian or Native Alaskan	2010-2011	0	0				59						
	2011-2012	0	0				54						
Economically Disadvantaged	2010-2011	11	10	91	90	50	49	30	60	10	<1		
	2011-2012	13	13	100	92	68	52	31	62	8	<1		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	9	8	89		57	35						
	2011-2012	7	7	100		62	35						
Limited English Proficient	2010-2011	0	0				29						
	2011-2012	0	0				36						

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2012-2013 NCLB Report Card



School: Strong Elementary School
SAU: RSU 58/MSAD 58
Grade: 04



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	20	19	95	89	75	60	37	53	5	5	17	2
	2011-2012	18	18	100	89	73	66	44	44	11	<1	17	1
Female	2010-2011	5	5	100		82	60						
	2011-2012	6	6	100		67	65						
Male	2010-2011	15	14	93	93	69	61	43	50	<1	7		
	2011-2012	12	12	100	83	79	67	58	25	17	<1		
Caucasian/White	2010-2011	20	19	95	89	75	61	37	53	5	5		
	2011-2012	17	17	100	88	73	67	47	41	12	<1		
African American/Black	2010-2011	0	0				31						
	2011-2012	0	0				31						
Hispanic	2010-2011	0	0				48						
	2011-2012	0	0				52						
Asian or Pacific Islander	2010-2011	0	0				64						
	2011-2012	0	0				71						
American Indian or Native Alaskan	2010-2011	0	0				56						
	2011-2012	1	1	100			57						
Economically Disadvantaged	2010-2011	11	10	91	90	68	48	50	40	<1	10		
	2011-2012	11	11	100	82	70	54	45	36	18	<1		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	6	5	83		45	31						
	2011-2012	11	11	100	82	62	37	36	45	18	<1		
Limited English Proficient	2010-2011	0	0				35						
	2011-2012	0	0				33						

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2012-2013 NCLB Report Card



School: Strong Elementary School
SAU: RSU 58/MSAD 58
Grade: 05



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	19	19	100	74	80	61	11	63	16	11	19	0
	2011-2012	18	17	94	82	73	64	18	65	12	6	16	1
Female	2010-2011	9	9	100		82	61						
	2011-2012	5	5	100		74	65						
Male	2010-2011	10	10	100	80	79	61	20	60	20	<1		
	2011-2012	13	12	92	83	72	64	25	58	8	8		
Caucasian/White	2010-2011	17	17	100	71	79	62	12	59	18	12		
	2011-2012	18	17	94	82	72	65	18	65	12	6		
African American/Black	2010-2011	0	0				32						
	2011-2012	0	0				35						
Hispanic	2010-2011	0	0				48						
	2011-2012	0	0				50						
Asian or Pacific Islander	2010-2011	1	1	100			59						
	2011-2012	0	0				70						
American Indian or Native Alaskan	2010-2011	1	1	100			60						
	2011-2012	0	0				55						
Economically Disadvantaged	2010-2011	10	10	100	80	76	47	10	70	10	10		
	2011-2012	9	9	100		71	51						
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	1	1	100		62	30						
	2011-2012	4	3	75			30						
Limited English Proficient	2010-2011	1	1	100			34						
	2011-2012	0	0				39						

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2012-2013 NCLB Report Card



School: Strong Elementary School
SAU: RSU 58/MSAD 58
Grade: 06



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	26	25	96	88	84	64	28	60	8	4	25	0
	2011-2012	23	23	100	83	82	64	26	57	13	4	23	0
Female	2010-2011	12	11	92	82	78	63	36	45	18	<1		
	2011-2012	11	11	100	82	88	64	18	64	9	9		
Male	2010-2011	14	14	100	93	89	64	21	71	<1	7		
	2011-2012	12	12	100	83	76	64	33	50	17	<1		
Caucasian/White	2010-2011	25	24	96	88	83	65	29	58	8	4		
	2011-2012	21	21	100	81	84	66	24	57	14	5		
African American/Black	2010-2011	1	1	100			36						
	2011-2012	0	0				35						
Hispanic	2010-2011	0	0				57						
	2011-2012	0	0				51						
Asian or Pacific Islander	2010-2011	0	0				66						
	2011-2012	1	1	100			74						
American Indian or Native Alaskan	2010-2011	0	0				60						
	2011-2012	1	1	100			52						
Economically Disadvantaged	2010-2011	16	16	100	81	79	50	38	44	13	6		
	2011-2012	14	14	100	79	78	51	29	50	14	7		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	5	5	100		83	28						
	2011-2012	7	7	100		74	29						
Limited English Proficient	2010-2011	0	0				39						
	2011-2012	1	1	100			37						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

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2012-2013 NCLB Report Card



School: Strong Elementary School
SAU: RSU 58/MSAD 58
Grade: 07



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	23	23	100	70	73	58	13	57	26	4	22	1
	2011-2012	27	27	100	89	82	61	37	52	7	4	26	1
Female	2010-2011	7	7	100		79	59						
	2011-2012	11	11	100	91	82	60	36	55	9	<1		
Male	2010-2011	16	16	100	69	70	58	13	56	25	6		
	2011-2012	16	16	100	88	82	61	38	50	6	6		
Caucasian/White	2010-2011	22	22	100	68	72	60	14	55	27	5		
	2011-2012	26	26	100	88	81	62	38	50	8	4		
African American/Black	2010-2011	1	1	100			29						
	2011-2012	1	1	100			34						
Hispanic	2010-2011	0	0				44						
	2011-2012	0	0				52						
Asian or Pacific Islander	2010-2011	0	0				62						
	2011-2012	0	0				65						
American Indian or Native Alaskan	2010-2011	0	0				52						
	2011-2012	0	0				47						
Economically Disadvantaged	2010-2011	16	16	100	69	77	44	<1	69	25	6		
	2011-2012	21	21	100	86	80	47	43	43	10	5		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	6	6	100		53	22						
	2011-2012	7	7	100		79	25						
Limited English Proficient	2010-2011	0	0				33						
	2011-2012	0	0				37						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

<1 is printed when the percentage rounds to 0.

2012-2013 NCLB Report Card



School: Strong Elementary School
SAU: RSU 58/MSAD 58
Grade: 08



Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	14	14	100	86	79	59	43	43	7	7	14	0
	2011-2012	22	22	100	86	74	60	18	68	14	<1	21	1
Female	2010-2011	3	3	100		72	58						
	2011-2012	8	8	100		68	62						
Male	2010-2011	11	11	100	82	84	60	27	55	9	9		
	2011-2012	14	14	100	93	79	58	14	79	7	<1		
Caucasian/White	2010-2011	13	13	100	85	76	60	46	38	8	8		
	2011-2012	21	21	100	86	74	61	19	67	14	<1		
African American/Black	2010-2011	0	0				32						
	2011-2012	1	1	100			32						
Hispanic	2010-2011	0	0				49						
	2011-2012	0	0				48						
Asian or Pacific Islander	2010-2011	0	0				71						
	2011-2012	0	0				67						
American Indian or Native Alaskan	2010-2011	1	1	100			52						
	2011-2012	0	0				42						
Economically Disadvantaged	2010-2011	9	9	100		84	44						
	2011-2012	14	14	100	86	69	45	14	71	14	<1		
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	3	3	100			22						
	2011-2012	5	5	100		31	21						
Limited English Proficient	2010-2011	1	1	100			32						
	2011-2012	0	0				31						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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2012-2013 NCLB Report Card



School: Strong Elementary School
SAU: RSU 58/MSAD 58
Grade: 05



Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	20	20	100	85	76	64	15	70	15	<1	20	0
	2011-2012	16	16	100	94	65	62	25	69	<1	6	15	1
Female	2010-2011	9	9	100		77	64						
	2011-2012	5	5	100		70	61						
Male	2010-2011	11	11	100	100	74	65	27	73	<1	<1		
	2011-2012	11	11	100	91	60	63	36	55	<1	9		
Caucasian/White	2010-2011	18	18	100	83	74	66	17	67	17	<1		
	2011-2012	16	16	100	94	64	64	25	69	<1	6		
African American/Black	2010-2011	0	0				32						
	2011-2012	0	0				32						
Hispanic	2010-2011	0	0				50						
	2011-2012	0	0				53						
Asian or Pacific Islander	2010-2011	1	1	100			68						
	2011-2012	0	0				62						
American Indian or Native Alaskan	2010-2011	1	1	100			58						
	2011-2012	0	0				49						
Economically Disadvantaged	2010-2011	11	11	100	91	70	53	18	73	9	<1		
	2011-2012	7	7	100		59	51						
Migrant	2010-2011	0	0										
	2011-2012	0	0										
Students with Disabilities	2010-2011	4	4	100		56	36						
	2011-2012	2	2	100		40	32						
Limited English Proficient	2010-2011	1	1	100			36						
	2011-2012	0	0				33						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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2012-2013 NCLB Report Card



School: Strong Elementary School
SAU: RSU 58/MSAD 58
Grade: 08



Group	Science Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2010-2011	15	15	100	100	81	71	47	53	<1	<1	15	0
	2011-2012	22	22	100	91	87	72	32	59	9	<1	21	1
Female	2010-2011	4	4	100		70	69						
	2011-2012	9	9	100		80	70						
Male	2010-2011	11	11	100	100	90	73	45	55	<1	<1		
	2011-2012	13	13	100	100	93	74	38	62	<1	<1		
Caucasian/White	2010-2011	14	14	100	100	82	72	50	50	<1	<1		
	2011-2012	21	21	100	90	87	73	33	57	10	<1		
African American/Black	2010-2011	0	0				46						
	2011-2012	1	1	100			42						
Hispanic	2010-2011	0	0				59						
	2011-2012	0	0				62						
Asian or Pacific Islander	2010-2011	1	1	100			73						
	2011-2012	0	0				69						
American Indian or Native Alaskan	2010-2011	0	0				61						
	2011-2012	0	0				60						
Economically Disadvantaged	2010-2011	11	11	100	100	79	60	45	55	<1	<1		
	2011-2012	14	14	100	86	82	60	21	64	14	<1		
Migrant	2010-2011	0	0										
	2011-2012	0	0				40						
Students with Disabilities	2010-2011	4	4	100			41						
	2011-2012	5	5	100		64	41						
Limited English Proficient	2010-2011	1	1	100			39						
	2011-2012	0	0				37						

NOTE: Some achievement level results have been left blank because fewer than 10 students were tested.

*Achievement levels are as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient

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2012-2013 NCLB Report Card



School: Strong Elementary School
SAU: RSU 58/MSAD 58
Grade: 3-8



Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 75%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 70%			Average Daily Attendance Target: 93%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	E: 98 M: 99	E: 99 M: 99	88	E: 75 M: 84	E: 70 M: 73	98	E: 98 M: 99	E: 99 M: 99	88	E: 72 M: 80	E: 65 M: 62	97	96	95
Caucasian/White	98	E: 98 M: 99	E: 100 M: 99	88	E: 75 M: 84	E: 71 M: 74	98	E: 98 M: 99	E: 99 M: 99	87	E: 72 M: 80	E: 66 M: 63			
African American/Black	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 44 M: 51	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 35 M: 34			
Hispanic	*	E: * M: *	E: 98 M: 99	*	E: * M: *	E: 61 M: 68	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 52 M: 51			
Asian or Pacific Islander	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 76 M: 76	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 70 M: 70			
American Indian or Native Alaskan	*	E: * M: *	E: 99 M: 99	*	E: * M: *	E: 58 M: 65	*	E: * M: *	E: 99 M: 98	*	E: * M: *	E: 59 M: 50			
Economically Disadvantaged	100	E: 98 M: 99	E: 99 M: 99	85	E: 70 M: 80	E: 60 M: 62	100	E: 98 M: 99	E: 99 M: 99	85	E: 69 M: 76	E: 52 M: 48			
Students with Disabilities	98	E: 96 M: 100	E: 98 M: 98	86	E: 56 M: 57	E: 34 M: 34	98	E: 96 M: 100	E: 98 M: 98	83	E: 54 M: 62	E: 34 M: 26			
Limited English Proficient	*	E: * M: *	E: 98 M: 98	*	E: * M: *	E: 44 M: 49	*	E: * M: *	E: 100 M: 99	*	E: * M: *	E: 37 M: 36			

E = Elementary Grades 3-5 M = Middle Grades 6-8

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2012-2013 NCLB Report Card



School: Strong Elementary School
SAU: RSU 58/MSAD 58



Maine Teacher Quality Data

	Part I: Professional Qualifications					
	B.A.	B.A. + 15 credit hours (includes + 30 CAS)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D
Number of Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	8	1	8	3	0	0

	Part II: Emergency/Conditional Certification
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2012	0

	Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	0

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.